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school text-book. In some other cases the elaboration of details seems excessive. For instance, any extended drill in the various auxiliary records of a bank seems doubly useless, for many of the bank's records are so simple that the green clerk can easily keep them, and, moreover, the organization of banks differs so that the records kept in one may not be used at all in another. The author makes recognition of this fact, yet he provides drill work in writing up pass-books, although in the more modern banks pass-books are no longer written up; and instructs how to fill out the stubs of drafts, although banks are fast discarding stubs in favor of the draft register.

The usual sets of account books, business forms, and even token money are furnished for use in connection with the text. Only blank forms are given, and the student must write out all the incoming vouchers—drafts, bills, invoices, etc.—as well as the outgoing ones. This means less close conformity to business practice than where fac-simile bills are furnished the student, as has been done by some other authors of text-books on accounting. But it gives additional practice to student, and, incidentally, more work to the teacher.

HENRY RAND HATFIELD.

#### BOOKS RECEIVED.

[The notice here given does not preclude the publishing of a comprehensive review of any of these books.]

Anthology of English Poetry. By Robert A. Whiteford. Pp. xix + 432. Boston: Benj. H. Sanborn & Co.

English Poems from Chaucer to Kipling. By Thomas M. Parrott and Augustus W. Long. Pp. xx + 401. Boston: Ginn & Co.

These books are much alike and appeared almost simultaneously. The aim in both is to gather typical poems from English writers, and they are intended for use in the upper grades of the high school. The notes are in the main very good, because so few, but the bad example of certain geography makers who insert at the end of each lesson certain questions to be asked has had some influence, and one is bored to find at the end of a poem such a question as: "What circumstances caused this poem to be written?" Of course, one cannot be overcritical in regard to the selections; these reflect to a great extent the interest of the compiler, but some poets suffer. Kipling, inasmuch as he is still living, is credited with only one poem of worth, although in the optional poems suggested by Mr. Whiteford there is given a strange medley. The quotation of phrases from poems is a still more delicate thing to handle, for it is dangerous to separate phrases from the context. One of the phrases from Kipling is a particularly good illustration of this. These books ought to supply a want which teachers of English Literature have felt rather keenly.

Primer on Teaching; with Special Reference to Sunday-School Work. By John Adams. Pp. 129. Price, 20 cents. New York: Imported by Charles Scribner's Sons.

The author of that witty and highly suggestive book, *The Herbartian Psychology Applied to Education*, has given us in this little primer a book that cannot fail to be useful to the teacher in the Sunday school. This is the kind of man to write in this neglected field, and we hope to see much good come from the perusal of this contribution to religious education.

John Ruskin. By Frederic Harrison. Size 5×7. Pp. 216. Price, 75 cents. New York. The Macmillan Co.

The best life of Ruskin we have seen.

New Grammar School Arithmetic. By John H. Walsh. Parts I, II. Pp. 503. Boston: D. C. Heath & Co.

New Primary Arithmetic. By John H. Walsh. Pp. 211. Boston: D. C. Heath & Co.

These three volumes, bound in a startling combination of the colors of Cornell—the red and white—will impress the casual beholder and certainly ought to appeal to children. The introduction fails to inform us as to the reason for such a startling display, but we have no doubt that it is a pedagogical one. The primary volume contains that which ought to be learned during the second, third, and fourth school years. We hope to publish a review of these within a few months.

Studies in the Evolution of Industrial Society. By Richard T. Ely. Pp. xviii+497. New York: The Macmillan Co.

The first part of this work gives a general survey of the evolution of industrial society; the second treats specific problems which are problems of industrial evolution. This book might very well be used as reference in the last year of the high-school course. We need some such book as this, that the girls and boys may realize the significance of the great movements in the world into which they are about to go.

Simple French, Edited by Victor E. François and Pierre F. Giroud. Pp. iv+241. Price, 60 cents. New York: Henry Holt & Co.

This book is written to furnish the reading recommended by the Committee of Twelve of the Modern Language Association. The stories have been chosen with the object of affording students the opportunity to read something attractive. A noticeable feature, and we think commendable, is the absence of fairy-tales and legends.

Tales from Wonderland. By Rudolph Brumbach. Translated by Helen B. Dale. Adapted for American Children by W. S. M. Silber. 12mo, cloth. Pp. vi+122. Price, 30 cents. New York: A. Lovell & Co.

These fairy-stories are intended for children in the upper primary grades.

The Romance of the Civil War, Selected and Annotated. By Albert Bushnell Hart and Elizabeth Stevens. Pp. xiv+418. Price, 60 cents. New York: The Macmillan Co.

This is the fourth volume in the series of "Service Readers," and in this there is a successful attempt to put before teachers and children the actualities of the Civil War period. This book abundantly sustains the good reputation of the preceding volumes.

First Lessons in United States History. By Edward Channing. Pp. vi+260. Price, 60 cents. New York: The Macmillan Co.

In some forty chapters Mr. Channing has told the story of the building of the nation. The language is simple without being childish; the facts are well chosen, and the book has some first-class illustrations.